DOCUMENT RESUME

ED 349 108 PS 020 763

AUTHOR Meier, John H.
TITLE Behavior Management for Young Children.
INSTITUTION San Bernardino County Preschool Services Dept., San Bernardino, CA.
PUB DATE Mar 92
NOTE 28p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Behavior Problems; Check Lists; *Discipline; *Parent Child Relationship; Preschool Children; Preschool Education; Self Esteem; Social Reinforcement; *Teacher Student Relationship; *Young Children
IDENTIFIERS *Behavior Management; *Child Behavior; Praise

ABSTRACT

This booklet presents information designed to help teachers and parents of preschool children establish desirable behaviors and eliminate inappropriate behaviors. Several terms relating to behavior management are defined. Three types of behavior which must be discriminated, and appropriate responses to these types of behavior, are listed: (1) behaviors the teacher/parent likes and wants to see more of; (2) behaviors the teacher/parent does not like but can choose to tolerate; and (3) behaviors the teacher/parent does not like and cannot tolerate because they are harmful to the child or to someone else. It is maintained that management of children's behavior involves: (1) creating an environment that encourages children's self-esteem; (2) getting children's attention; (3) using warnings and avoiding threats; (4) discussing children's inappropriate behaviors with them; (5) working together with other adults or teachers; and (6) explaining to children the consequences of their behavior. Listed are suggestions for promoting positive behavior in young children, short statements of praise for children, examples of external reinforcers of children's positive behavior, and alternative responses to lashing out at children. Appended materials include a child referral form used by the San Bernardino County Preschool Services Department and a child behavior checklist. (BC)

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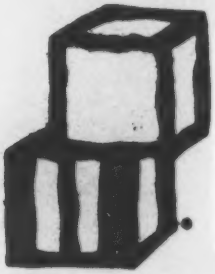

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Introduction

The purpose of this booklet regarding Behavior Management for Young Children is to help teachers, aides, and parents of preschool-age children to establish desirable behaviors and eliminate inappropriate behaviors. The contents were gleaned, edited and reproduced from a variety of representative, non-copyrighted resources and may be reproduced for the benefit of preschool children, their teachers, and caregivers. Specific materials were selected to answer frequently asked questions or to provide guidance for coping with commonly occuring behaviors; some very difficult or complex behaviors may require a referral to Mental Health.

Hortense Hunn
Executive Director

John H. Meier, Ph.D.
Psychologist

Preschool Services Department
686 East Mill Street
San Bernardino, CA 92408

Head Start/Mental Health
Phone: (714) 387-2375

March 1992

over 25 years Head Start
PRESCHOOL SERVICES DEPARTMENT SAN BERNARDINO COUNTY

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Definitions

Positive Reinforcement

Consequence of behavior which serves to increase the probability that behavior will occur again. When to use it:

1. For clarification of existing contingencies which maintain ongoing behavior.

2. Increasing rate of already existing behavior

Problems:

1. This reinforcer may not be best for this person.

2. Reinforcement may not be delivered frequently enough.

3. Reinforcement may not be of sufficient magnitude.

Shaping

A procedure in which good approximations of the desired response are reinforced. As the process progresses, the requirement to obtain the reinforcement becomes more and more stringent, until finally the target behavior is obtained.

Reinforcement sampling

Used to discover what the most effective reinforcers are for a given individual or situation.

Reinforcement hierarchy

Negative reinforcement

As a result of the removal of an aversive stimulus, the behavior increases.

Conditionaed reinforcement

A neutral stimulus which acquires the properties of a reinforcer through the process of pairing it with an already established reinforcer.

Extinction

Process by which the frequency of a response decreases when all possible reinforcers for that response are withdrawn.

Punishment

An aversive stimulus administered consequent to a behavior which results in a decrease in the frequency of that behavior.

Remember - punishment is defined by its effect on a behavior. It cannot be defined as a punisher unless it suppresses a particular behavior. A good way to change behavior in a desired direction is to positively reinforce a more desired behavior at the same time that punishment occurs.

Baseline

A base (beginning) rate is the frequency of occurrence of a given behavior under usual environmental conditions, before any consequences of behavior are changed.

Reinforcement contingency

The condition for reinforcement or punishment to occur.

High-Low Probability & Low-Probability Behaviors

A high-probability behavior is an activity that a given child would prefer to do more than other lower probability choices. In **Contingency Management**, the manager negotiates an agreement that if a child will do a certain low-probability activity (clean up a mess), he/she can enjoy a chosen high-probability activity (ride a tricycle for ten minutes). Thus, high-probability behaviors are reinforcers for low-probability behaviors and each child can develop his/her own reinforcement heirarchy (menu) of reinforcers and rank them in order of his/her preference.

Discrimination of Behavior

Discrimination of behavior is crucial in the classroom. It is important for the teacher to understand the different types of behavior that children exhibit and the appropriate response of the teacher.

1. **Behavior one** - behaviors you like and want to see more of, for example: Listening, sharing, sitting quietly, following directions, solving problems, etc.

   Response: positive attention

2. **Behavior two** - behaviors you don't like but can choose to tolerate, for example: Whining, lying down during circle time, using profanity, clinging, not eating well, etc.

   Response: ignore

3. **Behavior three** - behaviors you don't like and cannot tolerate because they are harmful to the child or to someone else, for example: throwing blocks, hitting others, biting self or others, hurting self, others, or property during tantrums, etc.

   Response: set limits

It is important to keep these behaviors and responses in our minds so that we can be ready to give the appropriate response.

If a child is sitting quietly and ready to listen during circle time and he/she gets no positive feedback, he/she may act out in order to get some attention. This may happen even more quickly if the child hears the teacher always setting limits and never giving praise. So, remember to **catch them being good! and reinforce their good behavior.**

Ignoring is a very powerful tool when it is done effectively. When you ignore an undesirable behavior and follow it with a reward when a child complies, the behavior will usually go away. If a child is lying down during circle time, or using profanity, ignore it, and later discuss it with the child alone. In this way, you have not drawn much attention to that child, and his/her behavior did not harm anyone.

Set limits only for behaviors that are harmful to the child, to someone else, or destroying property. When a child hits, being told that "it's not nice to hit" is not a consequence. You must remove the child from the situation, and this may be all that is needed; or follow up with another consequence, for example: Time-out. (See time out, page 11, for details.)

Three Major Steps in Changing Behavior:

1. Analyze the situation to specify the behavior to be changed.

2. Find the consequences which are maintaining the current behavior; they may not be readily observable.

3. Discover which consequences may be manipulated in order to change the behavior -- through positive or negative reinforcement.

Self-esteem

Creating a positive environment is critical in developing self-esteem. One of the key ways to enhance self-esteem in children is by giving them positive reinforcement. There are many ways to **notice** children, and it is crucial as teachers that we give attention to all children in positive ways. Again, **Catch them being good** is the phrase to remember when your children are:

1. Sitting quietly at circle time.
2. Listening attentively to instructions or directions.
3. Picking up the toys
4. Using their quiet, inside voice.
5. Eating appropriately and discarding trash.
6. Sharing toys
7. Playing independently
8. Being good helpers for staff.
9. Helping another child
10. Washing up for snack

As the teacher, your response needs to be positive:

1. Smile.

2. Appropriate touch, for example: pat on back or head.

3. Pleasant tone of voice.

4. Establish and maintain eye contact.

5. Make a short statement about the behavior, for example: "Thanks for sharing, good listening."

Praise used often for desirable behavior is the best way to teach your children what behavior you want in the classroom.

Getting A Child's Attention

Rules must be clearly established and explained to all children in your classroom. When children move into a new situation, it is important to:

1. State the rules in a positive terms, what to do.

2. Re-state the rules.

3. Model for them what behavior you expect.

4. Give them clear consequences for not obeying the rules.

Keep in mind that children vary in their ability to adapt to change, and they all come from different home environments. Give them time to understand what it is you expect, but also be clear, short, and specific, in your communication.

The steps to follow when you want to get a child's attention are as follows (remember that this will take time, but it will in the long run teach the child what it is you want; when you yell out from across the room, children will ignore your commands).

1. Go to child.

2. Establish eye contact by getting down to child's level and touch lightly on his/her back or shoulder with the palm of your hand.

3. Say child's name, using an assertive voice.

4. Use short, clear, specific statements, example: " David, it's time to pick up the toys."

Don't say - "we need to clean up," unless you intend to help. It is very appropriate to help children clean up, especially when they are new to your classroom and it gives you an opportunity to model desirable behavior and to praise the children.

5. Ignore disobedient words and behavior - If child says no, repeat the command once.

6. Praise any behavior that moves the child closer to the goal; for example: When child is touching the toy, you say, "good, you have your hands on the toy - please put it away."

Remember: to get a positive behavior going you have to give many positive rewards for each small step or approximation towards the desired goal behavior. Don't wait until they have completed the entire task.

Children basically want to please adults; so, let them know by your behavior and words that you like what they are doing.

Warnings, Threats &Bribes

When a child's behavior is unacceptable and out-of-control, you need to discuss this with the child. This helps the child learn responsibility for his/her own behavior.

Prior to discussing the problem, it is important to give the child a warning. A warning is merely stating:

1. The rule.

2. Consequence for not obeying the rule, for example: Hitting someone earns a Time-out; not following directions results in loss of play time.

3. Don't make threats. A threat is a statement you never intend to follow through on, for example: "Do you want me to call your mother?"-- and you have no intentions of doing so. Or, "Do you want me to send you home?" -- when this is not possible.

It is important that the child knows the consequence and that it will happen. Be consistent. This will encourage in-control behavior.

Never bribe a child to get him/her to follow the rule.

Remember: to help children develop in-control behavior, we have to model it for them.

Change takes time. We didn't become who we are overnight. Over years, our personality and temperament, along with our likes

and dislikes have been shaped.

Teachers are people who come from all walks of life and so are the children we teach. The environment we are exposed to is critical in shaping the kind of people we become. Be patient. Be good to yourself and don't expect miracles overnight. Miracles can and do happen even in the classroom, but they take time.

Corrective Feedback

Corrective feedback means that you discusss with the child a behavior which you find unacceptable and you come up with a joint plan to resolve the problem behavior.

Steps to follow

1. Discuss the problem with the child in a private one-to-one netural setting.

2. Never discuss the problem while the child is still behaving inappropriately example: If a child is hitting another child, do not discuss the problem of hitting while it is happening.

3. Start out by saying, "I have a problem" and state how it makes you feel.

4. Ask the child, "Have you noticed that this behavior upsets me?"

5. Then say, "I don't like being upset because of your misbehavior."

6. "What can I do to help you remember not to hit?" (Praise any appropriate suggestions.)

7. "I have thought of something to help you remember not to hit. When you forget and hit, I will say, "Johnny, go to Time-out for hitting."

8. "Let's practice Time-out so you know exactly how to do it." (See Time-out, page 11, section for details)

9. "I'll notice you when you are behaving appropriately."

10. "Okay, what's our plan?" (Help child say back to you all of the things you agree on.)

11. In a few days take time to discuss progress made by child toward correcting inappropriate behavior.

12. If the problem behavior persists in spite of 2 corrective feedback sessions, consult with colleagues and/or refer to Mental Health for other ideas. (See referral form, page 23.)

Team Approach

Teachers and assistants need to work together as a team in order to facilitate positive behavior in the classroom. Since the classroom is composed of children with so many different temperaments and interest levels, it is helpful to have several adults available for interacting with the children at all times.

During snacks, lunch and clean-up time, utilize those children with high energy levels as helpers in order to avoid their getting into trouble.

Don't expect 15 preschool children to line up perfectly and wait patiently. This sets up the active child to fail since he/she cannot stand still for any length of time.

If needed, break up your circle time and divide the children into groups so that a few can enjoy the special attention of being read to, while your more restless group can interact more actively. As the children mature, you will see improvement in their ability to sit for longer periods of time. Make sure your circle time is short (ten minutes maximum) and very stimulating and interesting. Alternate quiet and active curriculum activities.

Be flexible! Don't set yourself or the children up for failure. Avoid power struggles, and whenever possible give choices. Be clear on your rules and consistent in enforcing them.

Time-out

Time-out is to be used only for **specific behaviors** and with a **very specific time limit**. Never use Time-out if you haven't discussed and demonstrated it previously to the children at a neutral time.

Time-out is usually used for behaviors that are physically harmful to the child or someone else, for example: hitting someone, throwing large objects in the room, pushing others, pulling hair, tantruming, and breaking equipment.

A child's running around a room and not listening is not a behavior worthy of time-out. Simply give an effective command to stop running and redirect his/her energy. Never grab a child to get him/her to listen. When a harmful behavior occurs:

1. Go over to the child.

2. Say to child, "No hitting, go to Time-out."

3. Time-out needs to be only a few minutes: (formula for Time-out limits: 1 minute for each year of child's age, for example: If a child is 3 years old, 3 minutes is ample Time-out. Exception: some very active children may need only about 1 minute to enable them to gain control of their over active behavior.)

4. Do not speak to the child while in Time-out, except to remind the child of the Time-out rules, for example: "Time-out will start when you are sitting correctly."

5. If possible, use a timer. Give corrective feedback before child resumes acceptable activity.

6. Encourage the child to get involved in an acceptable activity as soon as possible so you can begin to establish positive interaction and reinforce appropriate behavior.

When Child Refuses To Go To Time-Out

1. Discuss with the child during corrective feedback what the consequences are for not going to time-out.

2. Try to get some suggestions from her/him for more appropriate correction.

3. Other response costs, such as, the loss of a privilege, are used if the child refuses to go to Time-out.

4. Mental Health will help each teacher with more specifics depending on the child and the behavior problem.

5. Do not send child to office or home unless child is completely out-of-control; if this continues, a referral needs to

be made to Mental Health. (Complete Behavior Checklist and Referal Form, pages 22 and 23.)

Place for Time-out

1. Pick a corner or a neutral place in the room that is safe and free from toys.

2. Never place a child in time-out in the front of a classroom or use any other type of humiliating tactics.

3. An adult needs to be close by, but should give the child no active attention.

4. Ignore any words or actions while the child is in Time-out.

Consequences

It is very important for children to understand that their behavior has consequences. It helps them to develop self-control and positive feelings of self-esteem, two important goals a teacher needs to work on in the classroom. Before administering a consequence, make sure that:

1. There is a clearly stated rule (limits & expectations) with consequences for obeying or breaking it.

2. The consequences are related to the behavior, for example: the child spills milk, he/she has to clean it up.

3. Only one clear consequence for each behavior.

4. It is the least amount of negative consequence needed to be effective.

5. An immediate responce occurs with the consequence following as soon as possible.

6. A limit is set on only the behaviors you see. When a child states to you that someone hit him/her and you didn't see it, encourage the child not to play with the other child, and keep an eye on the children. If the child is telling the truth, you will eventually observe the behaviors yourself.

7. You are in control of yourself - no anger, yelling, pushing, or pulling at children. Never grab children by the arm or clothing. This frightens them and encourages more out-of-control behavior. **Remember,** you need to model "in-control" behavior yourself.

8. The consequence helps the child develop more positive behavior. If it does not, it is not effective, and another consequence may need to be substituted.

9. The entire negative consequence will be over as soon as possible so the child can begin doing things you can reinforce positively

10. The choice of consequence does not punish you or the class, for example: do not make the entire group wait at circle time while you scold one child, nor give a lecture at line-up time when 14 other children are waiting.

Adult's In-control behavior

When a child completely loses control, he/she needs an environment where the adults are in-control of themselves.

If a child is having a temper tantrum, allow the child to cry and kick, provided that he/she does not hurt himself or anyone else. When a child loses his/her temper, he/she needs to express the anger. To hold the child only makes the child angrier, and it begins to make the adult feel angry also.

If you have a pillow or punching bag, allow the child to kick and hit it. You can say, "you cannot hit me, but you can hit the pillow." This would only be effective if the child knew it was available to him/her when out-of-control.

If a child tries to run out of the room or into the street, or begins to throw large objects, then you need to firmly grasp the child and place her/ him in a closed environment where he/she can release pent up emotions.

When a child is aware that the environment is safe and the adults are in control, he/she will begin to calm down. You can then use an assertive voice and begin to re-direct. It is important not to discuss the tantrum or ask the child why he/she is behaving inappropriately. Later on, during corrective feedback, you can discuss the problem and solution.

Suggestions for Promoting Positive Behavior in Young Children

1. Recognize developmental changes as they occur in young children and expect the emergence of new behaviors.

2. Reduce situations and remove objects known to cause or create fears in children.

3. Give children names for their emotions and provide and demonstrate appropriate ways to express those feelings.

4. Recognize the urgency of the young child for rest, food, and comfort, and recognize the various ways in which those needs are expressed.

5. Avoid overstimulating or overtiring children and expecting them to make a quick adjustment to another mood or level of activity.

6. Provide daily one-to-one interaction with every child.

7. Permit age-appropriate choices and child-to-adult feedback.

8. Make both expectations and consequences for misbehavior clear, and follow the rules yourself.

9. Be consistent regarding both rules and enforcement of discipline.

10. Avoid pushing children into stressful or fear-producing situations.

11. Provide children with responsibilities at increasingly more-challenging levels.

12. Provide frequent reinforcement for appropriate, coopera - tive behavior -- again <u>catch them being good.</u>

13. Arrange for many types and levels of activity during the day, such as activities that may be "active" and "quiet," "messy" and "neat."

14. Give children time to practice responding appropriately to adult expectations.

15. Respect children's belongings, family life, and privacy.

One Minute Praisings Work Well When:

1. I tell my children beforehand that I am going to praise them when they do well.

2. I catch my children doing something right.

3. I tell my children specifically what they did.

4. I tell them how good I feel about what they did.

5. I stop and let a few seconds of silence pass to let them feel how good I feel.

6. Then I do what genuinely matches my feelings right then. I tell them I love them or give them a hug or both.

7. I later encourage my children to do the same for me --- to catch me doing something right and to give me a praising.

8. I realize that while it takes me only a minute to praise my children, their feeling good about themselves may last them for a lifetime.

9. I know that what I am doing is good for my children and for me. I feel really good about myself as a teacher.

Three Categories of Extrinsic Reinforcers

SOCIAL REINFORCERS	ACTIVITY REINFORCERS	TANGIBLE REINFORCERS
Verbal praise from adults: Like: "Very good!" "I like that" "Nice Job" "Wow" "Super!" "Far out!" Gental contact: A pat on the back Rub shoulder or head Squeeze arm Pleaseant touch A "playful" pinch	Listen to records Listen to radio Watching TV Playing outside Playing with games Talking with others Sitting alone quietly Coloring Extra recess	Food (preferably nutritious culturally acceptable) inexpensive toys Stick-ems Stars Marbles Tokens etc. (can be saved and exchanged for other reinforcers, called a "Token economy".)

Each child can develop his/her own menu, using words, pictures, or drawings to list each reinforcement that he/she prefers (high probability behaviors) - "different strokes for different folks."

Intrinsic Reinforcers

Most of this booklet discusses methods by which adults can manage the behaviors of preschool children by reinforcing desirable behaviors and eliminating unacceptable behaviors. However, the reinforcers are typically not **intrinsically** related to the specific task or behavior being considered. In a well-managed preschool and/or home situation, the child will gradually learn that appropriate behavior is rewarding in itself and that engaging in the school or

home activities is pleasing to the child. A truly responsive environment, such as a High Scope or Autotelic Responsive Environment, makes acceptable child behavior its own intrinsic reward and children pursue learning for the sheer pleasure of further mastery of their own growth and development and understanding of the world around them. They become self- motivated and enjoy learning for its own sake.

Eleven Alternatives to Lashing Out

The next time everyday pressures build up to the point where you feel like lashing out - **STOP**! and try any of these simple alternatives. You'll feel better . . . and so will your children.

1. Take a deep breath . . and another. Then remember you are the adult.

2. Close your eyes and imagine you're hearing what your child is about to hear.

3. Press your lips together and count to 10, or better yet, to 20.

4. Put your child in a time-out chair. (Remember the rule: 1 minute for each year of age.)

5. Put yourself in a time-out chair. Think about why you are angry: is it your children, or are your children simply convenient targets for your anger?

6. Phone a friend.

7. If someone can watch the children, go outside and take a walk.

8. Take a hot bath or splash cold water on your face.

9. Hug a pillow or hit a punching bag.

10. Turn on some music; maybe even sing along.

11. Pick up a pencil and write down as many helpful words as you can think of. Save the list. (National Committee for Prevention of Child Abuse.)

Conclusion

In any behavior modification program for preschool children, it is vital to include the parents. It is also important to approach the parents in a way that will help the child and yourself accomplish your objectives.

As a rule of thumb, deal with behavior problems in your classroom by following these guidelines and by contacting Mental Health, if necessary.

A parent-teacher conference is usually an effective way to handle a discipline problem. Do not tell parents when they pick up their child that she/he has been "bad". It's a vague statement and parents usually end up taking the child home and punishing her/him. The child returns to school angrier, out-of-control and with feelings of diminished self-esteem.

Try to state things positively to parents. If it has been a difficult day, you say, "It's been a difficult day for Johnny, and I'm sure tomorrow will be better."

If the problem is persistent, refer to Mental Health for additional suggestions to help you in the classroom.

Remember, we need to all work as a team in order to help our young children move on in their schooling experience and we want this first formal schooling experience to be positive and constructive. Let's remain positive ourselves, and maintain a good sense of humor to carry us through each day.

LOG NUMBER_____

PRESCHOOL SERVICES DEPARTMENT
OF SAN BERNARDINO COUNTY
686 EAST MILL STREET
SAN BERNARDINO, CALIFORNIA 92408
(714) 387-2363

( ) FED. ( ) MALE
( ) STATE ( ) FEMALE

CONFIDENTIAL IN HOUSE REFERRAL

CHILD'S NAME_____ DOB_____
LAST NAME FIRST

PARENT/LEGAL GUARDIAN_____

PHONE: HOME ( )_____ WORK ( )_____

ADDRESS:_____
CITY ZIP

PRIMARY LANGUAGE:_____ / _____
PARENT CHILD

PURPOSE OF REFERRAL
( ) MENTAL HEALTH
( ) SOCIAL SERVICES
( ) PARENT INVOLVE.
( ) EDUCATION
( ) MEDICAL/DENTAL
( ) SPEECH
( ) NUTRITION
( ) OTHER

EXPLANATION OF REFERRAL (BE SPECIFIC):

_____

_____

_____

_____

REFERRAL SUBMITTED BY:_____ / _____ _____
SIGNATURE DATE TITLE

CENTER:_____ CLASSROOM TEACHER_____ ( )A.M. ( )P.M.

COMPONENT USE ONLY

DATE RECEIVED:_____ REFERRED TO:_____ BY:_____

DISPOSITION RESPONSE: RESPONSE MUST BE SUBMITTED TO SOCIAL SERVICES WITHIN TEN (10) WORKING DAYS AFTER RECEIPT OF REFERRAL.

DATE PARENT NOTIFIED:_____ ACTION TAKEN:_____

_____

_____

_____

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SIGNATURE DATE

BEHAVIOR CHECKLIST

NAME _____ D.O.B. _____ SEX ___ DATE _____
SITE _____ AM/PM _____ REPORTER _____

	AT-RISK BEHAVIORS/PROBLEMS (Please mark each item in proper column at right; use your knowledge of normal child development to judge frequency or severity of observed behaviors/problems. Thank you.)		ALWAYS	MUCH	SOME	NEVER
#	OBSERVATIONS	COMMENTS				
1	Hits, bites, kicks, hurts others					
2	Damages own or other's things					
3	Has temper tantrums; demands own way					
4	Does not follow classroom rules					
5	Teases, threatens, swears at others					
6	Lies, cheats, steals, blames others					
7	Yells, burps, interrupts, is rude					
8	Clings to or touches others					
9	Is withdrawn, very fearful &/or shy					
10	Soils or wets self					
11	Masturbates, tries sex play					
12	Restless, does not finish tasks					
13	Is clumsy, loses balance, drops items					
14	Cries often or is very sad					
15	Makes strange sounds, talks to self					
16	Easily distracted, doesn't attend					
17	Is cruel, fights with others					
18	Has repeated unexplained absences					
19	Argues, refuses adult requests					
20	Annoys, aggravates others					
21	Other					

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101 Ways to Praise a Child

Way to go * Super * You're Special * Excellent * Great * Good * Neat * Well Done * Remarkable * I Knew You Could Do It * I'm Proud of You * Fantastic * Superstar * Nice Work * Looking Good * You're on Top of It * Beautiful * Now You're Flying * You're Catching On * Now You've Got It * You're Incredible * Bravo * You're Fantastic * Hurray For You * You're On Target * You're On Your Way * How Nice * How Smart * Good Job * That's Incredible * Hot Dog * Dynamite * You're Beautiful * You're Unique * Nothing Can Stop You Now * Good for You * I Like You * You're A Winner * Remarkable Job * Beautiful Work * Spectacular * You're Spectacular * You're Darling * You're Precious * Great Discovery * Bingo * Magnificent * Marvelous * Terrific *You're Important * Phenomenal * You're Sensational * Super Work * Creative Job * Super Job * Fantastic Job * Exceptional Preformance * You're a Real Trooper * You Are Responsible * You Are Exciting * You Learned It Right * What An Imagination * What A Good Listener * You Are Fun * You're Growing Up * You Tried Hard * You Care * Beautiful Sharing * Outstanding Performance * You're A Good Friend * I Trust you * You're Important * You Mean A Lot To Me * You Make Me Happy * You Belong * You've Got A Friend * You Make Me Laugh * You Brighten My Day * I Respect You * You Mean The World To Me * That's Correct * You're A Joy * You're A Treasure * You're Wonderful * You're Perfect * Awesome * A + Job * You're A-Ok-My Buddy * You Made My Day * That's The Best * A Big Hug * Big Kiss * Say, "I Love You!" *

P.S. Remember, A Smile is Worth a 1000 Words!!

101 Maneras De Alabar A una Nino

Asi Se Hace * Asi Mismo * Eso es * Andale * Asi Se Mejora * Me Tienes Orgullosa * Estoy OrgullosoDe Ti * Te Encuentro Cada Dia Mejor * Como Va Me Qusta * Bravo * Que Interesante * Tal Como Debe De Ser * Te Portas, Que Da Questo * Tienes Lo Que Necesitas * Estas Como Quieres Muchacho * Que Bien Te Ves * Chido Hijo, Chido * Magnifico * Esplendido * Espectacular * Tu Hasta Sin Manos * Tu Puedes * Eres Bien Mona * Eres Bien Guapo * Que Guapo Eres Mi Hijito * A Tu Que Te Duran * Me Haces Feliz * Buen Trabajo * Esta Bueno * Pero Que Lindo Muchaco * A Que Nino Tan Inteligente * Pero Que Nina Tan Chula * Como Esta La Regalona? * Precozel Muchacho Verdad * Asi Com Vienes Me Qustas * Buen Trabajo * Eres Incredbile * Tu Eres Execional * Contigo Me Casaria * Me Llumina El Paso * Sabes Hacer Las Cosas * Sebes Como Se Escucha Caray * Estas Creciendo * Pero Que Grandote Mohbre * Correcto * Tu Significas Mucho Para Mi * Querido * Fantastico * Eres Un Tesoro * Eres Mi Confrecito De Oro * Mi Haces Feliz * Te Encuentro Cada Mia Major * Echale, Echalele * Tu Tienes Lo Mero Prinicipal * Eres Requetedivertido * Buena Honda Maestrin * Te Amo * Que Bien * Eres Muy Sipatico * Sigue Dandole, Que Poquito a Poquito Se Llena El Jarrito * Eres Mi Calabacita * Corazoncito Mio * Corazon De Melon, Que Dulce Eres * Que Hace Mi Queridito Chulo? * Tu Si Agarras La Honda * Tu Si Sabes; Para Que Veas * Contigo Estoy Contento * Que Nina Tan Dulce * Dime, Mi Barrilito Cervecero * Como Me Adornas * Ecole, Ecolel * Res Muy Especial * Que Buen Animo Tienes & Buena Mozo * En Hora Buena Hijo * Que Valiente Muchachito * Maravilloso * Me Enorguilleses * Me Iluminas El Dia *Perfecto * Buen Trabajo * Ya Estas Aprendiendo * Eres Un Amore * Me Interesas Mucho * Eres Muy interesante * Esol * Me Lucero Adorado * Le Sabes Llegar * Si Senor * Pero Que Macho Eres * Que Nino Tan Educado * Que Educadita Eres * Ua Casi Eres Una Senorita * Vas A Ser Todo Um Hombre * Le Atinaste * Siigue Siendo Tan Hermosa * Besame Cazuelon *

Pd! Recuerda Que Una Sonrisa Vale Mas Que 1000 Palabras!

28

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